

# College of Education and Human Development

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## Organization of the College

The College of Education and Human Development was formed in 1996 through a merger of the Center for Teaching and Learning with three of the departments from the College for Human Resources Development. The College includes five academic departments: Counseling Psychology and Community Services (Which also includes Rehabilitation & Human Services); Educational Foundations and Research; Educational Leadership; Kinesiology and Public Health Education; and Teaching and Learning.

## Mission

The College of Education and Human Development has the unique mission within the University of fostering healthy human development and learning across the lifespan, beginning in early childhood. In support of this mission, the College actively embraces human and cultural diversity as an asset and seeks to weave it throughout all of our activities. At both the graduate and undergraduate level, students in EHD develop the skills and self-awareness to become effective professionals and leaders in schools, higher education, human service and wellness organizations. In these roles, graduates of EHD empower individuals, families, groups, organizations, and communities to make healthy decisions and lead full and productive lives. Through these efforts, graduates serve a vital function in recreating and maintaining a healthy economy and enhanced quality of life.

The departments of EHD employ a multi-faceted approach to education, relying on research, teaching and service in the education of students. The continuing development of effective and innovative instruction methods provides excellent service and education to diverse groups of students, including those both on and off the UND campus. The constellation of disciplines within the college emphasizes basic and applied research with implications for individual development and social change. This emphasis is reinforced by the professional service provided by faculty throughout the college, many of whom are involved in service to members of the community in mental health, wellness, and teaching roles. Within all three domains—teaching, research, and service—we attempt to form partnerships with community, state, tribal, and national organizations and government, as well as schools and human service agencies, to provide a more comprehensive effort to foster human development and learning.

## History

The disciplines in the College of Education and Human Development have a long history at the University of North Dakota.

The University of North Dakota has offered teacher education programs since its founding in 1883. The preparation of teachers at UND was coordinated by the Normal Department from 1883 to 1900; by the Normal College from 1900 to 1905; by Teachers College from 1905 to 1911; by the School of Education from 1911 to 1953; and by the College of Education until 1972, when programs of that college merged with the New School for Behavioral Studies to form the Center for Teaching and Learning. The present education faculty continue the UND traditions of leadership to the schools, colleges, and communities of North Dakota and the Upper Midwest; of promoting a broader view of education; and of providing teachers, administrators, and other educational personnel with intensive, intellectually challenging, integrated programs of study.

Physical activity has been important to students since the early days of UND, whose history shows interesting differences in the development of programs for men and women. The Department of Physical Education, Exercise Science and Wellness was formed in 1963 from a merger of the women's department of physical education, founded in 1893, and the men's department, established by 1906. In addition to developing the physical potential of all participating UND students, programs of the department prepare professional leaders for careers in physical education, exercise science, and public health education, which was renamed Kinesiology and Public Health Education.

Although courses in Counseling were offered by UND faculty as early as 1924, development of a formal program was spurred in the 1950's by the National Defense Education Act, which sponsored preparation of school guidance counselors. With leadership from the Department of Psychology and the College of Education, the Department of Counseling was established in 1963. As part of the College for Human Resources Development, the Department broadened and deepened its programs, which focus on counseling in a wide variety of settings. In 2004 Rehabilitation and Human Services joined the Counseling department, which was renamed Counseling Psychology and Community Services.

## Accreditation

UND's basic (undergraduate) and advanced (graduate) programs for the preparation and continuing education of teachers and other school professionals are accredited by the National Council for Accreditation of Educator Preparation (CAEP, formerly NCATE) and approved by the state of North Dakota. The Doctoral Program in counseling psychology is accredited by the American Psychological Association.

## Degree Programs, Majors, and Minors

Bachelor's degrees are conferred on students in the College of Education and Human Development who satisfactorily complete the prescribed programs of study in their majors and who satisfy the degree requirements of the University and the College. The following undergraduate degrees are offered by departments of the College.

### Kinesiology and Public Health Education

B.S. in Kinesiology  
B.S. in Public Health Education

### Counseling Psychology and Community Services

B.S. in Rehabilitation and Human Services

### Teaching and Learning

B.S.Ed. with major in Early Childhood Education  
B.S.Ed. with major in Elementary Education  
B.S.Ed. with double major in Elementary/Early Childhood Education  
B.S.Ed. with double major in Elementary/Middle Level Education  
B.S.Ed. with major in Middle Level Education  
B.S.Ed. with major in Science Education(secondary)  
B.S.Ed. with major in Social Studies Education (secondary)

Students preparing to teach in the secondary schools may fulfill teacher education requirements by completing the following degree programs and the professional education program in the Department of Teaching and Learning.

B.A. with major in English  
B.A. with major in French  
B.A. with major in German  
B.A. with major in Spanish  
B.A. with major in History  
B.S. with major in Biology  
B.S. with major in Chemistry  
B.S. with major in Geology  
B.S. with major in Geography  
B.S. with major in Mathematics  
B.S. with major in Physics

Candidates preparing to teach music, art or physical education in the schools may fulfill requirements to teach grades K through 12 by completing the following degree programs and the professional education program in the Department of Teaching and Learning.

B.S. in Kinesiology  
Bachelor of Music Education  
B.F.A. with major in Visual Arts

Minors may be taken in a wide variety of fields including athletic coaching, chemical dependency, gerontology, health education, recreation and tourism studies, rehabilitation and human services, literacy education, special education, middle level education, and early childhood education.

The appropriate sequences and experiences for these degree programs and minors are described in the department sections of this catalog appropriate to them.

## Admission Requirements

Admission to the College of Education and Human Development may occur at the time a student is admitted to the University and has declared a major or pre-major in the college. Students considering a major in one of the departments of the college are encouraged to seek information from the College Office of Advising and Admissions located in room 102 of the Education Building.

All students must satisfy any special program admission requirements established by the department in which the student plans to major or for admission to Teacher Education. Students should contact the chairperson of the department or the College Office of Advising and Admissions for details about policies, procedures, and timelines.

## Admission to Undergraduate Teacher Education

Formal admission to Teacher Education is required of all students before enrollment in the core courses of each program. Application forms are available on the College of Education and Human Development's web page under Advising and Admissions. **Applications must be submitted before the deadline.** Late applications will not be considered. Incomplete applications will be returned. Notification of admission decisions takes approximately 30 working/school days.

Admission to Teacher Education is competitive and the numbers admitted each year may be limited due to resources. Admission into a teacher education program requires a cumulative 2.75 GPA and completion of 30 hours that apply to graduation. Other factors that are taken into consideration are:

- Completion of prerequisite courses
- Strength of academic record
- Praxis Core scores – must meet the minimum of 150 Math; 156 Reading; 160 Writing or composite score of 466
- Completion of the following coursework with a minimum cumulative GPA of 3.0:
 

ENGL 110	College Composition I	3
ENGL 130	Composition II: Writing for Public Audiences	3
COMM 110	Fundamentals of Public Speaking	3
- Proof of active LiveText Account
- Professional Dispositions Report
- Available openings in your anticipated area of study

Factors to consider when making application to the Teacher Education Program:

- Travel to off-campus locations will be required as part of the program at your expense.
- Full-time, daytime attendance will be required at various times of your program.
- Graduation from the program does *not* guarantee licensure to teach.

In order to student teach, you will be required to submit to a full background check and FBI fingerprint check. Also, each state to which you apply for certification/licensure is likely to require a separate background check. Individual school districts may require background checks before you can be placed for field experiences. Misdemeanor or felony convictions, other than minor traffic offenses, may prevent you from obtaining state teaching certification/licensure, even if you successfully complete the program.

Keys to successful completion of the Teacher Education Program:

- Meeting of all academic requirements.
- Satisfactory performance in field experiences completed prior to student teaching.
- Satisfactory performance of Essential Functions.
- No illegal drug or alcohol use.

- Effective interactions with people.
- No convictions of an offense that would authorize or require the Education Standards and Practices Board to refuse to grant a teaching license.
- Adherence to the UND *Code of Student Life*, evidence of competence, morality, temperance and kindness on your part.
- Healthy body and mind to perform all the responsibilities associated with teaching.

## Design of the Curriculum of the Teacher Education Program

### Undergraduate Programs

Programs for the preparation of educators at UND reflect the tradition of progressive education. The progressive vision includes individualized, developmentally-appropriate, and constructivist curriculum; student-centered learning; interdisciplinary approaches to solving real problems; use of primary resources and direct experiences of learners; commitment to community involvement and to the school as a model of democracy; valuing of diversity; and commitment to humane and holistic understandings of learning, teaching, and evaluation.

Programs are designed to enable development of educators who are committed to life-long learning about many things, but especially about the process of teaching; who are able to take an active role in promoting the learning of students; and who are committed to meeting the educational needs of all of their students in a caring, non-discriminatory and equitable manner.

Additionally, we want them to recognize the existing inequities in schools and society and adopt a proactive stance that will challenge such inequities and improve the life chances of all their students. Connections between the experiences of teacher education candidates as learners and their preparation as teachers are nurtured in the programs through such practices as field experiences, structured writing and group learning.

The goals of the basic programs in teacher education are to support the development of educators who are learners, active agents of learners and advocates. These goals are supported by the licensing standards of our state and the guiding principles of our learned societies.

## Graduation and Teacher Licensure Requirements

All students graduating from the College of Education and Human Development will complete all requirements of the department of the student's major and all graduation requirements of the University. In addition, the College requires that students earn a minimum GPA of 2.20 in all work taken and, in the case of transfer students, a minimum of 2.20 in all UND work. This minimum GPA requirement is superseded, however, by the higher GPA requirements of some programs.

Candidates who are formally admitted to and complete a teacher education program approved by the state of North Dakota, receive a bachelor's degree with an overall GPA of at least 2.75; meet or exceed the minimum scores on any licensure exams required by the state; and meet the legal requirements which include a satisfactory criminal background check, are eligible for licensure to teach in North Dakota. Candidates apply to the North Dakota Education Standards and Practices Board for licensure. Application should be initiated prior to graduation. Students interested in teacher licensure in states other than North Dakota should seek information in the College Office of Advising and Admissions.

## Other Requirements of Teacher Education Candidates

### Continuous assessment

Candidate progress in teacher education programs is evaluated through regular review of candidates' work and dispositions. At several points in each program, candidates submit required work to faculty for review. At the end of each program, candidates' knowledge, skills, and dispositions are assessed through a capstone course, the teacher work sample and student teaching evaluation forms.

## Admission to student teaching

Student teaching is required in all teacher education programs. Each student teaching placement requires work and planning on the part of the student, the Director of Student Teaching and Field Experiences, the cooperating faculty in the schools, and the faculty from the department of the student's major. Deadlines for applying for student teaching are established each semester. Check in the College Office of Advising and Admissions for exact dates. Late applicants cannot be guaranteed placement in the preferred semester.

Acceptance for student teaching requires that candidates in all majors including Early Childhood, Elementary Education, Middle Level Education, Composite Science, and Composite Social Studies have a minimum cumulative GPA of 3.0 in Teaching and Learning coursework, satisfactorily complete a field experience, present a minimum overall GPA of 2.75 based on at least 76 credit hours of work, have taken the appropriate Praxis II tests required for teacher licensure in North Dakota, and are recommended by the faculty in their area(s) of student teaching. Elementary Education, Middle Level Education, and Secondary Education majors must complete all coursework in the major before student teaching. Early Childhood Education majors and Early Childhood/Elementary Education double majors who have completed all Early Childhood Education major coursework with the exception of TEAM courses may complete the T&L 487 Student Teaching: Pre-Kindergarten student teaching experience.

Admission to student teaching in a secondary education program requires that the candidate has completed or is enrolled in all courses of the major and the professional education programs, has an overall GPA of at least 2.75, has a minimum GPA of 2.75 in the major coursework completed at the time of application, and is recommended by the Teaching and Learning faculty and the student's adviser(s).

All candidates will also be required to submit to a full background check and BFI fingerprint check. Opportunities are available to student teach abroad through the Global Student Teaching program.

The College of Education and Human Development also offers undergraduate majors in the following fields:

- Kinesiology
- Public Health Education
- Rehabilitation and Human Services

For information about these academic programs, turn to the appropriate sections in this catalog.

## Graduate studies

At the graduate level, the College offers advanced programs of preparation for school counselors, counseling psychologists, kinesiology professionals, teachers, school administrators, and other educational personnel for schools and institutions of higher education.

The M.S. with a major in Kinesiology is offered by the faculty in the Department of Kinesiology and Public Health Education. The Department of Counseling Psychology and Community Services offers graduate programs leading to the M.A. with a major in Counseling and to the Ph.D. with a major in Counseling Psychology.

### The Department of Educational Foundations and Research offers:

#### Masters Degree

Educational Studies

#### Doctoral Degree

Ph.D., with concentrations in research methods or foundations of education.

### The Department of Educational Leadership offers:

#### Masters Degrees

M.S. Higher Education  
M.Ed. (PK-12)

#### Educational Specialist Degree (PK-12)

#### Doctoral Degrees

Ph.D. Higher Education  
Ed.D. Higher Education  
Ph.D. (PK-12)  
Ed.D. (PK-12)

### The Department of Teaching and Learning offers:

#### Masters Degrees

Early Childhood Education  
Elementary Education  
ELL Education  
Curriculum & Instruction  
Instructional Design & Technology  
Reading Education  
Special Education

#### Doctoral Degrees

Higher Education  
Teacher Education  
Instructional Design & Technology